Name: Rachel Fischhoff Grade: Date:

TITLE

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| Lesson Sources: The California Frog-Jumping Contest |
| Lesson Objectives: Students will finish posters and develop a method for charting all possible combinations and exchanges during a math congress. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: poster materials |
| Prior Knowledge and Skills Needed: work from previous day |
| Key/New Vocabulary: ??? |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Yesterday you began creating possible shopping lists for the frogs as they attempted to buy fencing to enclose their jumping arena. * Today you will complete and share that work. We will then think together about how we might create a chart to showcase all of the possible combinations of 8-foot and 6-foot fencing. * (gallery walk OR just a share after some more partner work time) | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Since we’ve shared some of our work, we don’t need to discuss strategies today. Instead, I want to talk about one way we can show the possible combinations. * Now, what if there were only 6 foot sections? What could I do? I’m going to record that information here. * What if I had only 8 foot sections? What would that mean? I’m going to record that information here. * Why in a row and a column? T&T | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **3. Have-A-Go (optional)**   * Can we fill in the rest of the chart//the open spaces? * Take some responses | How will students be actively involved?  By:   * Practicing the mini-lesson * Partner Talk * Planning their day’s work | * How will you assess students’ understanding of the teaching? * How will you give feedback? |
| **Anticipated Responses/Outcomes:**   * The logic of the chart may be hard to grasp—maybe keep some students on the rug before the release. Others may understand quickly. | | | |
|  | **4. The Link**   * Today I want you to work in partnerships to complete this chart and answer a few questions about the chart (on white board) | **(Workshop Time)**   * What will students go off and do to apply the teaching? * Will students select what strategy or * teaching they want to apply (self determination)? | * How will you know what strategy or teaching students are applying? * What will you record during the conferencing? * Which students will you conference with today? |
|  | **5. Closing (at the share)**  Here from a couple of partnerships about creating the chart and answering the questions. | * What are students going to share/ respond to? * How many students will share? * How will you determine who shares? | * How will you assess the application of the concept during the workshop time? * How will you communicate to the students what they accomplished today? |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?